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ABSTRACT

This study analyzes the costs of instructing new Canadians -- those students identified as learning English as a second or special language on a regular basis -- as of January 12, 1968. All teachers involved with teaching new Canadians were asked to give their salary levels and to list all their students by name, birthdate, mother tongue, estimate of English language skill, and the number of hours of instruction received per week according to group. The data is presented under (1) demographic analysis -- hours of instruction received by pupils, (2) cost analysis procedures -- teachers' salaries and costs of special English instruction, and (3) observations and conclusions -- citywide average hours and costs of instruction. The study found that a total of 77 public schools and 18 secondary schools had made special provisions of some kind for their new Canadian population. The author observes that even in schools where extensive provisions were being made there was some informal expression of a wish that more English could be taught to more children; and he suggests that these feelings may reflect the frustrating urgency of teaching a new culture and language to an increasing influx of new Canadians. (Author/JF)

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COST ANALYSIS
OF
NEW CANADIAN INSTRUCTION

Susanne Mowat

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COST ANALYSIS
OF
NEW CANADIAN INSTRUCTION

Susanne Mowat

January, 1968

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COST ANALYSIS OF NEW CANADIAN INSTRUCTION
January, 1968

A - INTRODUCTION

The New Canadian population in the City of Toronto School System was pinned down for a brief moment on January 12, 1968, and a census was taken. Forms had been sent to all schools prior to that date with instructions that all and any teachers involved with the teaching of English as a second, or special, language were to list all the students whom they saw <u>on a regular basis</u> as of January 12, 1968. Since that time, the situation in almost all the schools has changed several times. More immigrant children have arrived in the schools and are receiving help, and some children have been deemed sufficiently competent to cease taking special English instruction. The sizes of these two groups are not constant and never can be constant; even as this report is being read the situation is changing again. But at least on the following pages the situation as it once did exist has been described thoroughly and precisely.

The teachers who instructed New Canadian students in English on a regular basis were asked not only to list all their students by name, but also to give birthdates for each, mother tongue, an estimate of English language skill, and the number of hours of instruction received per week according to group. If a student appeared in more than one group, or if he received individual instruction in addition to instruction as a member of a group, such facts were noted. The student was counted as one, but the total number of hours of instruction he received were included

in later calculations of average number of hours of instruction received per pupil. The teachers were asked also to list their superannuation numbers for use in later calculating their total salaries and, in some cases, what proportion of these salaries could be considered payment for special English instruction.

A wide variety of situations was outlined in the completed forms. Teachers were discovered who gave 40 minutes of instruction per week to classes of 30 or so New Canadian pupils. Other teachers saw almost all of their students on an individual basis. In at least one secondary school, New Canadian students received regular special instruction and the rest of the time received a modified version of the regular curriculum. While most special English teachers confined their activities at any given moment to the students enrolled at one school, one teacher was joined at her base school by students from another school and there taught a series of intermingled classes. The number of students in a particular teacher's care varied widely as well. In one secondary school, there were two teachers who gave three hours of instruction each to one of the school's two immigrant children. In another school, two teachers taught special English together. Needless to say, the total size of the immigrant population in any one school, and other demands placed upon that school's timetable had much to do with such internal arrangements.

Under a programme now three years old, seven part time teachers were attached to secondary schools, where they gave after school instruction, usually from 4:00 - 6:00 p.m. These teachers were paid an hourly rate, and were under the direct supervision of the day-school principals. Five of these teachers,* their salaries, their students and the hours of instruction

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* Although the cost analysis forms were not designed to collect information from this particular programme, five of the seven schools did provide data which was then included in the cost analysis figures.

these students receive, are included in this study. Four of these teachers are included in the "part time" category, and one (who taught 21 hours per week) is included as "full time." The students are considered to be participating in a withdrawal programme, and are not differentiated in any way.

A total of 77 public schools and 18 secondary schools had made special provisions of one sort or another for their New Canadian population. Included in the former figure are the 15 teachers at Main Street School. Thirty-five schools in the City returned a "nil" answer -- New Canadian children either were not enrolled, or, if enrolled, were receiving no formal special attention. Of these schools, at least one or two at the secondary level volunteered the information that help could certainly be used, that there were certainly children in the schools that needed assistance, etc. Even in schools where extensive provisions were being made there was some informal expression of a wish that more could be done, that more English could be taught to more children. The feeling seemed to be that existing arrangements did not represent the very best that could be achieved. Possibly these feelings reflect the frustrating urgency of teaching a new culture and language to so many non-English speaking children who continue to arrive in the City.

B - DEMOGRAPHIC ANALYSIS

Of all the teachers directly involved in the teaching of English as a special language, 153 worked at the public school level and 31 at the secondary level. Including teachers who taught at more than one school, and teachers who taught special English no more than three hours per week, there were 184 teachers involved in the teaching of special English in all Toronto schools.

Table 1 breaks down the special English teachers into certain categories. "Full time" is defined as teachers who teach special English students 20 hours or more per week. (A more complete explanation of the distinction between "full time" and "part time" is made on Pages 17 and 18.) Table 1 also makes the distinction between "new" and "old" teachers, "new" being defined as those who began work in Toronto no earlier than September, 1967. The table also lists the number of male and female special English teachers.

During the week of January 12, 1968 there were 4,214 New Canadian students receiving instruction of one sort or another on a regular basis. Of these, 3,578 were to be found in the public schools (including the 119 at Main Street) and 636 in the secondary schools. It is important to realize that these figures do not include New Canadian students who are intermingled with regular junior or senior kindergarten classes where they receive the same instruction as their native-born and/or English speaking classmates. Unless these non-English speaking kindergarten students were the object of special provisions in their schools, they did not appear on the survey of special English teachers' forms. It is worth noting that only five children of under six years of age and

fourteen children of six years of age were included in the schools' reports of their special English students.

TABLE 1

SPECIAL ENGLISH TEACHERS

Category	Male	Female	New	Old	Total
Public School Full Time	13	92	24	81	105
Public School Part Time	0	25	7	18	25
Main Street School Full Time	7	8	4	11	15
Secondary School Full Time	3	5	0	8	8
Secondary School Part Time	6	15	0	21	21
Teaching at More than One School Full Time	0	9	1	8	9
Teaching at More than One School Part Time	0	1	0	1	1
Total	29	155	36	148	184

For this report, 4,214 pupils receiving instruction are categorized as participating in one of three programmes, or approaches. The first of these is at Main Street School, a full time institution catering to children over 12 years of age, which seeks to "introduce" its students "to Canada and to Canadians and to develop in them a commitment to learn English." English is therefore learned as a concomitant of participation in Canadian culture. The second of these approaches is the use of regional reception centres, portable classrooms attached to various schools throughout the City, and, in principle, devoted to the same learning-through-participation concept as Main Street School. Students attend the regional reception centres

full time, although when their English is considered sufficient they may be integrated to some extent with the main body of the school and spend a few hours a week participating in physical education, or science, or some other subject area in the school's regular curriculum.

The third approach to teaching English as a second language is the use of withdrawal classes, in which the majority of Toronto's special English students participate. Here students are withdrawn from the regular school curriculum for a matter of hours or minutes per day to receive their special instruction. The rest of the time they partake as well as they can of the school's regular programme. Students who attend the regional reception centres are considered to be full time special English students, with possible excursions to the regular curriculum; students who attend withdrawal classes are considered to be full time students learning from the regular curriculum, with regular excursions to the special English teacher.

Table 2 describes actual numbers of students participating in these three major categories. Table 3 lists the number of New Canadian students receiving special help, according to school. Tables 4 and 5 categorize these special English students according to age and mother tongue on a City wide basis. (All data describes the situation on January 12, 1968.)

TABLE 2

STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH
(ACCORDING TO PROGRAMME)

Programme	Number of Students			
	Main Street	Public	Secondary	Total
Main Street School	119	--	--	119
Withdrawal Programme	--	2895	592	3487
Regional Reception Centre	--	564	44	608
Total	119	3459	636	4214

TABLE 3

STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH
(ACCORDING TO SCHOOL)

	Name of School (Secondary Schools are Underscored)	Number of Students
1 -- 10 Students	Argentina	2
	John Ross Robinson	2
	Malvern Collegiate Institute	2
	Swansea	4
	Davisville	4
	Allenby	5
	Adam Beck	6
	Eglinton	6
	Maurice Cody	7
	John Wanless	8
	Northern Secondary	8
	Bedford Park	9
	Eastdale	9
	North Toronto Collegiate	10
11 -- 20 Students	Glenview Senior	11
	Kew Beach	12
	Park Junior and Senior	12
	Keele Street	13

... continued

TABLE 3 (Continued)

STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH
(ACCORDING TO SCHOOL)

	Name of School (Secondary Schools are Underscored)	Number of Students
11 -- 20 Students (continued)	Sackville	14
	East End High School	14
	Church	15
	Morse	16
	John Fisher	17
	Eastern High School of Commerce	17
	Leslie	18
	Duke of Connaught	18
	Lord Dufferin	18
	Jackman	18
	Gledhill	19
	Norway	19
	Queen Victoria	19
	Oakwood Collegiate	19
	Castle Frank	19
	Bruce*	19
21 -- 30 Students	Blythwood	23
	Earl Haig	25
	Kimberley	26
	Monarch Park Collegiate	26
	Riverdale Collegiate	26
	Indian Road Crescent	27
	Winchester	27
	Earl Beatty	27
	Wilkinson	28
	Old Orchard	28
	Bloor Collegiate	29
	Hillcrest	30
31 -- 40 Students	Dundas	31
	Runnymede	34
	Annette	34
	General Mercer	35
	Jarvis Collegiate	37
	Roden	39
	Duke of York	39
	Harbord Collegiate	40

... continued

* receive instruction at Morse Street School with Morse Street students.

TABLE 3 (Continued)

STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH
(ACCORDING TO SCHOOL)

	Name of School (Secondary Schools are Underscored)	Number of Students
41 -- 50 Students	Pape Avenue	43
	Brockton High School	44
	Regal Road	45
	Western Technical-Commercial	45
	Davenport Road	46
	Gladstone Avenue	46
	Fern	48
	Montrose	49
	Huron Street	50
51 -- 60 Students	Niagara	51
	Parkdale	51
	Hughes	51
	Withrow Avenue	53
	Perth	54
	Pauline	55
	Ogden	57
	Central High School of Commerce	58
	Alexander Muir	59
	Brock	60
	Dovercourt	60
61 -- 70 Students	Essex Senior	63
	Winona Senior	63
	Frankland	65
	Grace	68
	Orde	70
71 -- 80 Students	Bickford Park High School	74
	Earlscourt	77
	McMurrich	80
81 -- 90 Students	Shaw Street	82
	Dewson	88
	Osler	88
91 -- 100 Students	Charles G. Fraser	91
	Christie	97
101 -- 110 Students	Palmerston	104
	Clinton	106

... continued

TABLE 3 (Continued)

STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH
(ACCORDING TO SCHOOL)

	Name of School (Secondary Schools are Underscored)	Number of Students
111 -- 120 Students	Givens	113
	Kent	115
	Main Street	119
121 -- 130 Students	King Edward	124
	Ryerson	126
151 -- 160 Students	Central Technical School	159
191 -- 200 Students	Lord Landsdowne	197
Total		4214

TABLE 4

AGE OF STUDENTS RECEIVING INSTRUCTION
IN SPECIAL ENGLISH

Age of Students	Number of Students
Under 6 Years	5
6 Years	14
7 Years	274
8 Years	386
9 Years	423
10 Years	415
11 Years	425
12 Years	401
13 Years	415
14 Years	390
15 Years	346
16 Years	356
17 Years	187
18 Years	92
Over 18 Years	85
Total	4214

TABLE 5

MOTHER TONGUE OF STUDENTS RECEIVING INSTRUCTION
IN SPECIAL ENGLISH

Mother Tongue	Number of Students
Italian	1497
Portugese	875
Greek	666
Chinese	502
Polish	157
Yugoslav	157
German	47
Spanish	41
Czechoslovak	32
Hungarian	27
French	26
Japanese	22
English	20
Maltese	16
Arabic	11
Ukrainian	9
Dutch	8
Yiddish	7
Swedish	4
Lithuanian	3
Roumanian	2
Estonian	2
Latvian	1
Russian	1
Other	81
Total	4214

As mentioned earlier, teachers were asked to give a very rough estimate of the English language skills of their special English students. Each student was given an "A" or a "B" rating -- "A" being defined as "little or no English," and "B" as "still in need of instruction" (the implication being that a "B" student could cope slightly, but not well enough to abandon his special instruction). These "A" and "B" ratings might not be constant from teacher to teacher within one school, as they

reflect a very subjective kind of judgement. They would almost certainly not be constant from school to school -- a New Canadian student in one school might be considered by his teachers to be totally unable to cope without receiving special instruction in English; in another school, more crowded with recent immigrants, the same student might be considered relatively well off and left alone.

In some surveys of the student New Canadian population, the Toronto Board asks for "A", "B", or "C" ratings on each student, "C" being defined as having "accent or faulty concept." Surveys using these three categories are usually surveys of the entire school population and include a count of students who, while foreign-born, perhaps, are not receiving special help. Into this latter group presumably fall most of the "C" students. Because this survey concentrated only on students who were receiving special English instruction, and because only a rough estimate of language ability was desired, classification "C" was not an alternative in this survey. The few "C's" that did turn up were changed to "B's."

TABLE 6

NUMBER OF STUDENTS IN "A" AND "B" CATEGORIES

Categories	Public Schools (Including Main Street)	Secondary Schools	Total
"A" Students (little or no English)	1630	203	1833
"B" Students (still in need of instruction)	1948	433	2381
Total	3578	636	4214

Since this cost analysis concentrated only on those students who were actually receiving help, it does not give an estimate of how many Toronto students who are not receiving help would benefit from it if such help were made available.

C - COST ANALYSIS PROCEDURES

1. Hours of Instruction Received by Pupils

The forms returned from the schools told the number of hours of instruction received per week by New Canadian students according to group, i. e. a student was listed as a member of a group receiving, for example, four hours of instruction per five day week, or whatever the case might have been. (Students receiving individual help were listed as a group of one.)

From this information figures representing average hours of instruction per week were calculated -- for "A" classification students, for "B" classification students, and for all students -- according to school, e.g., if 5 students at one school were members of a group that received 5 hours of instruction per week, then the total hours of instruction per week = 5 x 5 = 25 hours.

If another group in the same school consisted of 10 students receiving, as a group, 2 hours of instruction per week, total hours of instruction per week = 10 x 2 = 20 hours.

Therefore, average hours of instruction per week for students in this school = $\frac{45 \text{ hours}}{15 \text{ students}} = 3$

It was expected, and in many cases expectation was realized, that "A" classification students would be receiving more hours of instruction than "B" classification students. Not surprisingly, hours of instruction being received by students varied widely from school to school, as did hours of instruction according to programme.

Table 7 is a breakdown of hours of instruction being received by students at Main Street School. Tables 8 and 9 are breakdowns of hours of instruction by students attending the regional reception centres and withdrawal classes respectively.

TABLE 7

AVERAGE HOURS OF INSTRUCTION PER WEEK
RECEIVED BY STUDENTS AT MAIN STREET SCHOOL

"A" Classification Students	"B" Classification Students	All Students
27.4 hours (70 Students)	27.6 hours (49 Students)	27.5 hours (119 Students)

TABLE 8

AVERAGE HOURS OF INSTRUCTION PER WEEK
RECEIVED BY STUDENTS IN REGIONAL RECEPTION CENTRES

Hours	"A" Classification Students	"B" Classification Students	All Students
15 or less hours	8	16	27
16 hours	--	--	--
17 hours	--	72	--
18 hours	3	--	--
19 hours	31	--	88
20 hours	--	13	83
21 hours	36	96	158
22 hours	42	--	41
23 hours	25	--	--
24 hours	38	13	32
25 hours	42	10	19
26 hours	10	--	--
27 hours	111	32	143
28 hours	--	--	--
29 hours	--	--	--
30 hours	--	--	--
31 or more hours	--	10	17
Total	346	262	608

TABLE 9

AVERAGE HOURS OF INSTRUCTION PER WEEK
RECEIVED BY STUDENTS IN WITHDRAWAL CLASSES

Hours	"A" Classification Students		"B" Classification Students		All Students	
	Public	Secondary	Public	Secondary	Public	Secondary
1 hour	--	--	5	25	5	26
2 hours	1	1	138	45	38	8
3 hours	104	8	482	95	359	184
4 hours	158	39	542	101	1037	91
5 hours	414	70	324	143	956	227
6 hours	185	21	99	11	353	37
7 hours	276	--	29	--	--	--
8 hours	60	12	26	--	96	--
9 hours	--	--	4	--	--	19
10 hours	11	13	1	--	51	--
11 hours	--	--	--	--	--	--
12 hours	19	--	--	--	--	--
13 hours	--	--	--	--	--	--
14 hours	17	8	--	--	--	--
Total	1245	172	1650	420	2895	592
	1417		2070		3487	
	3487					

2. Teachers' Salaries

The teachers who completed the survey of special English teachers forms were asked to indicate their superannuation numbers and, using these numbers, their annual salaries were obtained. At the time that this salary information was gathered, January, 1968 records were unavailable, so it was necessary to use a figure representing 1967 superannuation earnings. This essentially provided an average salary for the year 1967 and is an underestimate of the salary costs for January, 1968.

The earnings used in the following tables for the most part are those from January, 1967 through December, 1967. In the case of new teachers

whose Toronto careers began only in September, 1967, an estimate of what 1967 earnings would have been was made from the December payroll list.

Because the number of hours of instruction received by City students was calculated on a five-day week basis, it was necessary for cost analysis purposes to convert the teachers' salaries to a weekly figure. There were 197 teaching days in 1967, or 39.4 "teaching weeks" (i.e. five-day weeks). From this figure a salary per week was worked out. Table 10 indicates total weekly superannuation earnings of special English teachers.

TABLE 10

TOTAL WEEKLY SUPERANNUATION EARNINGS
OF SPECIAL ENGLISH TEACHERS

Division	Total Earnings
Elementary	$22,762.54
Secondary	3,478.63
Total	$26,241.17

It should be noted that these totals represent only the proportion of teachers' salaries that could be considered payment for direct services to New Canadian children. Any teachers who taught New Canadian children 20 or more hours per five-day week were considered to be full time New Canadian teachers and their total superannuation earnings were taken into account. It was estimated that 22 teaching hours is an average full time load in the City. Accordingly, for teachers who taught New Canadians for fewer than 20 hours per week, a proportion

of salary was worked out as follows:

$$\frac{\text{number of hours of instruction to New Canadians}}{\text{22 hours}} \times \text{1967 superannuation earnings}$$

Those teachers who taught special English for fewer than 20 hours per five-day week are referred to elsewhere in this report as "part time." In the case of teachers who divided their time between two or more schools, a proportional breakdown was made of salary according to the relative amounts of time spent at each school.

3. Cost of Special English Instruction

A combination of weekly superannuation earnings per school and total weekly hours of instruction received by the students of that school will produce a figure that represents a cost per hour of instruction. Obviously, this figure will vary widely according to the salaries received by the teachers and the number of students, and hence the number of hours of instruction in any school. For example, there was a teacher at one school who was paid $106.32 per week to teach the 59 New Canadian children in her care. They together received 278 hours of instruction, or an average of 4.7 hours each. The division of 278 hours of instruction into the $106.32 weekly superannuation earnings produces a cost per hour of $.38. Multiplication of $.38 by 4.7 hours of instruction yields a student cost per week of $1.80.

At another school, the special English teacher's weekly earnings for her services to New Canadians was $104.06, a figure not greatly different from that used in the first example. However, this teacher gave 12 students a total of 40 hours of instruction, or an average of 3.3 hours each. The cost per hour at this school was $\frac{\$104.06}{40}$ or $2.60, and the student cost per week was $2.60 x 3.3 = $8.67.

Table 11 lists the average cost per hour per student and the average cost per week per student for withdrawal classes in public and secondary schools. Table 12 lists the same information for regional reception centres, and Table 13 for Main Street School. Table 14 indicates the number of schools and types of special English programmes that fall into various cost-per-student-per-week categories.

TABLE 11

AVERAGE COST PER HOUR PER STUDENT AND AVERAGE COST PER WEEK PER STUDENT FOR WITHDRAWAL CLASSES

Name of School	Average Cost Per Hour Per Student	Average Cost Per Week Per Student
Elementary Schools		
Adam Beck	$1.67	$8.37
Alexander Muir	.38	1.80
Allenby	5.33	7.46
Annette Street*	.90	4.98
Argentina	3.58	17.88
Bedford Park	3.25	16.27
Blythwood	.49	2.46
Brock	.92	4.17
Charles G. Fraser	.90	3.58
Christie	1.11	5.73
Church	1.22	3.89
Clinton	1.02	5.28
Davenport Road	.86	5.29
Davisville	2.74	13.70
Dewson	.88	4.36
Dovercourt	1.10	5.08
Duke of Connaught	.89	2.88
Duke of York	.70	3.55
Dundas	1.57	5.81
Earl Beatty	.76	3.53
Earl Haig	1.77	8.73
Earlscourt*	1.11	5.68
Eglinton	1.77	18.27
Essex Senior*	1.17	7.18
Fern*	1.33	4.68
Frankland	.67	4.13
General Mercer	1.07	4.60
Givins*	.88	3.34
Gledhill	1.04	3.22

... continued

* Indicates schools that have both types of programmes.

TABLE 11 (Continued)

AVERAGE COST PER HOUR PER STUDENT AND AVERAGE COST PER WEEK PER STUDENT FOR WITHDRAWAL CLASSES

Name of School	Average Cost Per Hour Per Student	Average Cost Per Week Per Student
Elementary Schools (continued)		
Grace	$1.44	$5.46
Hillcrest	2.07	7.04
Hughes	.75	5.93
Huron	1.72	6.53
Indian Road Crescent	1.58	5.95
Jackman	1.03	1.89
John Fisher	1.35	6.03
John Wanless	3.30	8.65
Keele Street	1.53	6.96
Kent Senior*	.60	1.73
Kew Beach	.70	5.86
Kimberley	.46	3.47
King Edward*	.83	4.49
Leslie	1.25	3.89
Lord Dufferin	1.77	4.23
Lord Lansdowne	.88	3.57
McMurrich	.96	6.13
Maurice Cody	1.70	12.89
Montrose	.96	5.99
Morse	.95	4.39
Niagara	.48	2.26
Ogden	1.15	3.47
Old Orchard	1.60	5.65
Orde	1.03	3.68
Palmerston	1.44	6.00
Pape Avenue	.89	4.76
Park	2.60	8.67
Parkdale*	1.22	4.15
Pauline	.94	4.14
Perth	.91	3.93
Queen Victoria	.68	4.10
Regal Road	.62	6.18
John Ross Robertson	3.55	5.33
Roden	.84	3.23
Runnymede*	1.19	6.47
Ryerson*	.83	2.80
Sackville	1.40	3.89
Shaw	.94	3.50
Swansea	4.42	11.05
Wilkinson	1.25	7.25
Winchester	.97	5.83
Withrow Avenue	.87	2.91

* Indicates schools that have both types of programmes.

TABLE 11 (Continued)

AVERAGE COST PER HOUR PER STUDENT AND AVERAGE COST PER WEEK PER STUDENT FOR WITHDRAWAL CLASSES

Name of School	Average Cost Per Hour Per Student	Average Cost Per Week Per Student
Secondary Schools		
Bickford Park High School	$1.42	$6.10
Bloor Collegiate	1.89	5.60
Castle Frank High School	2.34	7.76
Central High School of Commerce	.48	2.35
Central Technical School	.87	3.97
Eastdale Vocational	4.39	11.22
East End High School	.87	2.31
Eastern High School of Commerce	1.84	6.92
Harbord Collegiate Institute	.92	2.89
Jarvis Collegiate Institute	.98	6.05
Malvern Collegiate Institute	8.10	24.29
Monarch Park Collegiate Institute	6.31	8.98
Northern Secondary	2.45	4.90
North Toronto Collegiate Institute	1.17	5.50
Oakwood Collegiate Institute	1.04	9.48
Riverdale Collegiate Institute	.90	3.08
Western Technical-Commercial	.84	2.72

TABLE 12

AVERAGE COST PER HOUR PER STUDENT AND AVERAGE COST PER WEEK PER STUDENT FOR REGIONAL RECEPTION CENTRES

Name of School	Average Cost Per Hour Per Student	Average Cost Per Week Per Student
<u>Elementary Schools</u>		
Annette Street*	$1.31	$17.05
Earlscourt*	.77	15.85
Essex*	.68	19.58
Fern*	.48	11.83
Givins*	.44	10.63
Gladstone Avenue	.61	13.06
Glenview	1.05	13.77
Kent Senior*	.50	13.66
King Edward*	.31	8.50
Norway	.24	6.08
Osler	.47	9.17
Parkdale*	.66	8.82
Runnymede*	.44	8.69
Ryerson*	.63	13.29
Winona	.42	11.39
<u>Secondary School</u>		
Brockton High School	.70	13.65

TABLE 13

AVERAGE COST PER HOUR PER STUDENT AND AVERAGE COST PER WEEK PER STUDENT AT MAIN STREET SCHOOL

Name of School	Average Cost Per Hour Per Student	Average Cost Per Week Per Student
Main Street School	$ .75	$20.60

* Indicates schools that have both types of programmes.

SCHOOLS AND PROGRAMMES ACCORDING TO AVERAGE COSTS PER STUDENT PER WEEK

Average Cost Per Student Per Week	Total Number of Schools*	Type of School				Type of Programme		
		JP	SP	J & SP	Secondary	Main Street School	Withdrawal Classes	Regional Reception Centre
$ 0.01 -- 1.00	1	1	--	--	--	--	1	--
1.01 -- 2.00	2	1	1	--	--	--	2	--
2.01 -- 3.00	9	4	--	1	4	--	9	--
3.01 -- 4.00	17	12	1	2	2	--	17	--
4.01 -- 5.00	14	8	--	5	1	--	14	--
5.01 -- 6.00	17	14	--	1	2	--	17	--
6.01 -- 7.00	10	6	--	1	3	--	9	1
7.01 -- 8.00	5	3	--	1	1	--	5	--
8.01 -- 9.00	8	3	--	4	1	--	5	3
9.01 --10.00	2	--	1	--	1	--	1	1
10.01 --11.00	1	--	--	1	--	--	--	1
11.01 --12.00	4	--	1	2	1	--	2	2
12.01 --13.00	1	1	--	--	--	--	1	--
13.01 --14.00	6	1	3	1	1	--	1	5
14.01 --15.00	--	--	--	--	--	--	--	--
15.01 --16.00	1	1	--	--	--	--	--	1
16.01 --17.00	1	1	--	--	--	--	1	--
17.01 --18.00	2	1	--	1	--	--	1	1
18.01 --19.00	1	1	--	--	--	--	1	--
19.01 --20.00	1	--	--	1	--	--	--	1
20.01 --21.00	1	--	--	--	--	1	--	--
21.01 --22.00	--	--	--	--	--	--	--	--
22.01 --23.00	--	--	--	--	--	--	--	--
23.01 --24.00	--	--	--	--	--	--	--	--
24.01 --25.00	1	--	--	--	1	--	1	--
Total	105	58	7	21	18	1	88	16

* Includes ten schools with two programmes (appear twice).

D - OBSERVATIONS AND CONCLUSIONS

Because of the variety of programmes in operation, city-wide average figures can be misleading. Table 15, for example, indicates that special English students at the public school level receive, on the average, more hours of instruction per week than students at the secondary level. These figures are, however, weighted by the fact that figures from Main Street School, which provides full time instruction for its pupils, are included in the public school figures (as they have been elsewhere in this survey, as noted). More significant is the fact that 44 of the City's 47 regional reception centres, which also provide full time instruction, are attached to public schools. In light of these facts, the "all students in all schools"-figure of 7.8 hours cannot stand alone in any meaningful way.

TABLE 15

CITY-WIDE AVERAGE HOURS OF INSTRUCTION

Categories	Public Schools	Secondary Schools	All Schools
"A" Classification Students	10.2 hours per week	8 hours per week	10 hours per week
"B" Classification Students	6.5 hours per week	3.9 hours per week	6 hours per week
All Students	8.2 hours per week	5.2 hours per week	7.8 hours per week

City-wide average cost figures, given in Table 16, are subject to even greater misinterpretation. In the first place, equipment costs for the various programmes are not in any way included in this survey -- cost figures are given only in terms of teachers' salaries. It is quite possible that inclusion of equipment expenses would boost average costs at Main Street and the regional reception centres, at least partly because the latter have been in operation only since the Fall of 1967 and require a considerable initial outlay of capital. Secondly, it should be remembered that, as a general rule, most secondary teachers receive a higher salary than most public school teachers. It is also important to remember the formula by which these average costs were obtained, including the fact that fewer students mean higher average costs.

TABLE 16

CITY-WIDE AVERAGE COSTS OF INSTRUCTION

	Average Cost of Instruction Per Week	Cost Per Student Per Week	Main Street School	Withdrawal Classes	Regional Reception Centres
Public Schools	$ .78	$6.36	$20.60	$4.69	$11.96
Secondary Schools	1.05	5.47		4.67	11.92
All Schools	.80	6.23	20.60	4.68	11.95

No comparisons between the costs of various programmes are possible. Very little can be read into the figures in Table 16 unless one remembers that withdrawal-programme instruction is only a few hours a week, and Main Street School and the regional reception centres offer full time instruction. The question of which programme is the cheapest or most expensive cannot therefore be answered until it is known how

many hours a typical student remains in a programme before he ceases receiving special English instruction. The Research Department's New Canadian Study hopes to obtain this information later this year.

SURVEY OF SPECIAL ENGLISH TEACHERS - INSTRUCTIONS

The Board has requested a cost analysis of New Canadian instruction. Every teacher of English as a second language is requested to complete the enclosed forms. The following instructions should be read by the teachers before they complete the forms.

Using as many of the enclosed forms as necessary, each teacher of English as a second language is asked to indicate, according to group, the name of each student who receives instruction on a regular basis as of January 12, 1968.

Each sheet that is used must have the top section completed.

Column 1 - GROUP NUMBER: Each group that receives instruction is to be assigned numbers as follows: "01" for the first group; "02" for the second, etc., up to "09"; following that "10", "11", etc. Each group number must have two digits, even if the first digit is "0". A group may consist of one student only, if such is the case. Leave a blank space between each group list. (The number is for identification only.)

Column 2 - NAME OF STUDENT: Please print in block letters - surname first, then Christian name.

Column 3 - MOTHER TONGUE: Please refer to the code list below and write the appropriate code number in the space provided.

01	Arabic	10	Greek	19	Portuguese
02	Chinese	11	Hungarian	20	Roumanian
03	Czecho-slovak	12	Italian	21	Russian
04	Danish	13	Japanese	22	Spanish
05	Dutch	14	Latvian	23	Swedish
06	English	15	Lithuanian	24	Ukrainian
07	Estonian	16	Maltese	25	Yiddish
08	French	17	Norwegian	26	Yugoslav
09	German	18	Polish	27	Other

Column 4 - DATE OF BIRTH: Indicate month and last two digits of year only, using the following code to denote month:

01	January	05	May	09	September
02	February	06	June	10	October
03	March	07	July	11	November
04	April	08	August	12	December

Separate month and year by an oblique line - e.g., "03/63" = March, 1963

Column 5 - CLASSIFICATION: "A" - Little or no English
"B" - Still in need of instruction

Column 6 - HOURS OF INSTRUCTION: This figure denotes hours of instruction per week, i.e., per five days. It will be the same for all students in a group unless a particular child is an exception:

(a) If you see a student in more than one group, list him as a member of both groups. Indicate this fact by noting in Column 7 - NATURE OF EXCEPTION - which other group he belongsto, e.g., "see also group 02".

Note the exception each time the student's name appears.

(b) If a student does not meet with his group all the time, indicate total number of hours of instruction that he does receive with the group. In Column 7 note the nature of the exception, e.g., "attends science in regular programme".

AS AN ILLUSTRATION, A COMPLETED SAMPLE FORM IS ENCLOSED.

IF THERE ARE QUESTIONS OR PROBLEMS, TELEPHONE MRS. MOWAT, 362-4931, Loc. 392

School Toronto Ideal

Teacher's Name BLANK, John P.

Superannuation Number 000000

Total Number of Groups Which You Instruct as of January 12, 1968 (Include groups of one student) 04

Please circle response which best describes type of programme you are teaching:

01 - Main Street
(02) - Withdrawal
03 - Modified Main St.

Group No.	Name of Student	Mother Tongue	Date of Birth	Classification	Hours	Nature of Exception
01	DIGNAN John	01	03/59	A	3	
01	CLOKE Robert	14	02/58	A	3	
01	FISCHER Paul	22	11/59	A	3	
01	FISCHER Roy	11	06/60	B	1	attends P.E. in reg. prog.
01	LATO Louis	11	07/58	A	3	
01	Cox Mary	11	10/58	A	3	
02	MOCK Stanley	21	03/56	B	2	
03	CHURCHILL James	17	07/58	B	2	see also Group 04
03	LAVELLE Edouard	16	06/59	B	2	
03	HANCOCK Lee	13	12/58	B	2	
03	OLSEN George	16	05/59	B	2	
03	JARMAIN Karl	11	11/60	A	2	
03	SMITH Carol	16	12/61	B	2	
03	MATTHEWS Sue	02	03/61	B	1/2	attends lab. science in reg prog.
04	PHIPPS Chris	07	10/59	B	1	
04	SHEEDY Patrick	07	11/59	B	1	

School _____

Teacher's Name _____

Superannuation Number _____

Total Number of Groups Which You Instruct as of January 12, 1968 (Include groups of one student) _____

Please circle response which best describes type of programme you are teaching:

01 - Main Street
02 - Withdrawal
03 - Modified Main St.

Group No.	Name of Student	Mother Tongue	Date of Birth	Classification	Hours	Nature of Exception